

## ***Prekindergarten through Grade Two Language Arts Standards***

**Reading Goal (R)**      **The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.**

### **Reading Process and Comprehension**

R1 The student will integrate various **cues** and strategies comprehend what he or she reads.

<b>Prekindergarten</b>	<b>Kindergarten</b>	<b>Grade One</b>	<b>Grade Two</b>
<b>PK-R1.1</b> Begin showing an interest in reading-related activities, such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	<b>K-R1.1</b> Demonstrate an interest in reading-related activities such as looking at books during free-choice time, talking about books, and recalling details by looking at pictures.	<b>1-R1.1</b> Demonstrate the ability to use a variety of strategies to derive meaning from texts.	<b>2-R1.1</b> Demonstrate the ability to use a variety of strategies to derive meaning from texts; begin reading texts <b>fluently</b> .
<b>PK-R1.2</b> Begin exploring books independently.	<b>K-R1.2</b> Demonstrate the ability to explore books independently.	<b>1-R1.2</b> Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.	<b>2-R1.2</b> Demonstrate the ability to read independently for extended periods of time to derive pleasure and to gain information.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-R1.3 Begin recognizing the association between spoken and written words.	K-R1.3 Demonstrate an understanding of the association between spoken and written words.		
PK-R1.4 Begin making connections to prior knowledge, other texts, and the world in response to texts read aloud.	K-R1.4 Continue making connections to prior knowledge, other texts, and the world in response to texts read aloud.	1-R1.3 Demonstrate the ability to make connections between texts read aloud or independently and his or her prior knowledge, other texts, and the world.	2-R1.3 Demonstrate the ability to make connections between texts read independently and his or her prior knowledge, other texts, and the world.
	K-R1.5 Begin identifying the title and author of a text.	1-R1.4 Demonstrate the ability to identify the title and author of a text.	2-R1.4 Demonstrate the ability to identify the title, author and illustrator of a text.
PK-R1.5 Begin <b>retelling</b> stories.	K-R1.6 Demonstrate the ability to <b>retell</b> stories.	1-R1-5 Demonstrate the ability to <b>retell</b> stories.	2-R1.5 Demonstrate the ability to <b>retell</b> stories.
PK-R1.6 Begin recalling details in texts read aloud.	K-R1.7 Continue recalling details in texts read aloud.	1-R1.6 Demonstrate the ability to recall details in texts read aloud. 1-R1.7 Begin recalling details in texts read independently.	2-R1.6 Demonstrate the ability to recall details in texts.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-R1.7 Begin asking and answering questions about texts read aloud.	K-R1.8 Continue asking and answering questions about texts read aloud.	1-R1.8 Demonstrate the ability to ask and answer questions about texts read aloud. 1-R1.9 Begin asking and answering questions about texts read independently.	2-R1.7 Demonstrate the ability to ask and answer questions about texts.
PK-R1.8 Begin using pictures and words to make predictions about stories read aloud.	K-R1.9 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or in <b>predictable books</b> read independently.	1-R1.10 Demonstrate the ability to use pictures and words to make predictions about stories read aloud or independently.	2-R1.8 Demonstrate the ability to make predictions about stories.
	K-R1-10 Begin drawing conclusions and making inferences.	1-R1.11 Demonstrate the ability to draw conclusions and make inferences.	2-R1.10 Demonstrate the ability to draw conclusions and make inferences.
		1-R1.12 Demonstrate the ability to categorize and classify ideas.	2-R1.11 Demonstrate the ability to categorize and classify ideas.
		1-R1.13 Begin <b>summarizing main ideas</b> in texts read aloud or independently.	2-R1.9 Demonstrate the ability to <b>summarize the main idea</b> of a particular text.
		1-R1.14 Demonstrate the ability to determine cause and effect in texts read aloud or independently.	2-R1.12 Demonstrate the ability to determine cause and effect.

Prekindergarten	Kindergarten	Grade One	Grade Two
		1-R1.15 Begin distinguishing between fact and opinion in texts read aloud or independently.	2-R1.13 Continue distinguishing between fact and opinion.
		1-R1.16 Begin following one-step written directions to complete a task.	2-R1.14 Demonstrate the ability to follow one-step written directions to complete a task. 2-R1.15 Begin following two-step written directions.
		1-R1.17 Begin using <b>graphic representations</b> such as charts, graphs, pictures, and <b>graphic organizers</b> as information sources and as a means of organizing information and events logically.	2-R1.16 Continue using <b>graphic representations</b> such as charts, graphs, pictures, and <b>graphic organizers</b> as information sources and as a means of organizing information and events logically.
	K-R1-11 Demonstrate the ability to respond to texts through a variety of methods such as <b>creative dramatics</b> , writing, and graphic art.	1-R1.18 Demonstrate the ability to respond to texts through a variety of methods, such as <b>creative dramatics</b> , writing, and graphic art.	2-R1.17 Demonstrate the ability to respond to texts through a variety of methods, such as <b>creative dramatics</b> , writing, and graphic art.

Prekindergarten	Kindergarten	Grade One	Grade Two
		1-R1.19 Begin comparing and contrasting the information, ideas, and elements within a single text.	2-R1.18 Demonstrate the ability to compare and contrast the information, ideas, and elements within a single text; begin comparing and contrasting his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.

### Analysis of Texts

R2 The student will use a knowledge of the **purposes**, **structures**, and elements of writing to analyze and interpret various types of texts.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-R2.1 Begin identifying <b>characters</b> in stories read aloud.	K-R2.1 Demonstrate the ability to identify <b>characters</b> and <b>setting</b> in a story read aloud.	1-R2.1 Demonstrate the ability to identify <b>characters</b> and <b>setting</b> in a literary work.	2-R2.1 Demonstrate the ability to identify and describe <b>characters</b> , <b>setting</b> , and <b>plot</b> in a literary work. 2-R2.9 Begin comparing and contrasting <b>settings</b> , <b>characters</b> , events, or ideas in a variety of texts.

Prekindergarten	Kindergarten	Grade One	Grade Two
		1-R2.2 Begin identifying problem and solution in a work of <b>fiction</b> or <b>drama</b> .	2-R2.2 Continue identifying problem and solution in a work of <b>fiction</b> or <b>drama</b> .
		1-R2.3 Begin identifying the narrator's <b>point of view</b> in a work of <b>fiction</b> .	2-R2.3 Continue identifying the narrator's <b>point of view</b> in a work of <b>fiction</b> .
		1-R2.4 Begin identifying devices of <b>figurative language</b> such as <b>similes</b> and <b>metaphors</b> .	2-R2.6 Continue identifying devices of <b>figurative language</b> such as <b>similes</b> and <b>metaphors</b> and sound devices such as <b>alliteration</b> .
		1-R2.5 Demonstrate the ability to identify differences between <b>fiction</b> and <b>nonfiction</b> .	2-R2.7 Demonstrate the ability to differentiate between <b>fiction</b> and <b>nonfiction</b> .
		1-R2.6 Begin the ability to identify the characteristics of <b>genres</b> such as <b>fiction</b> , <b>poetry</b> , <b>drama</b> , and informational texts.	2-R2.8 Continue identifying the characteristics of <b>genres</b> such as <b>fiction</b> , <b>poetry</b> , <b>drama</b> , and informational texts.
			2-R2.4 Begin <b>summarizing</b> the <b>theme</b> of a particular text.
			2-R2.5 Begin identifying elements of style such as <b>word choice</b> and sentence <b>structure (syntax)</b> .

Prekindergarten	Kindergarten	Grade One	Grade Two
			2-R2.10 Begin identifying author's <b>purpose</b> in a variety of texts.

### Phonics and Word Study

R3 The student will use a knowledge of **graphophonics** and **word analysis** to read and determine the meaning of unfamiliar words.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-R3.1 Begin recognizing <b>environmental print</b> such as business logos and traffic signs.	K-R3.1 Demonstrate the ability to recognize <b>environmental print</b> such as school and classroom labels. K-R3.2 Demonstrate the ability to recognize some <b>high-frequency words</b> .	1-R3.2 Demonstrate the ability to recognize <b>environmental print</b> and <b>high-frequency words</b> .	
PK-R3.2 Begin understanding how print is organized and read, using <b>concepts about print</b> .	K-R3.3 Demonstrate the ability to understand how print is organized and read, using <b>concepts about print</b> .	1-R3.3 Demonstrate the ability to understand how print is organized and read, using <b>concepts about print</b> .	
PK-R3.3 Begin identifying places where words are found, such as books and newspapers.	K-R3.4 Demonstrate the ability to identify places where words are found, such as books, magazines, newspapers, and the Internet.	1-R3.1 Demonstrate the ability to use personal and picture dictionaries to determine the meanings of unfamiliar words; begin using a thesaurus to find alternate <b>word choices</b> .	2-R3.1 Demonstrate the ability to use a dictionary and a thesaurus to determine the meanings of unfamiliar words and to find alternate <b>word choices</b> .

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-R3.4 Begin recognizing that words are made up of letters and that letters make sounds. PK-R3.5 Begin recognizing letter patterns in words.	K-R3.5 Continue recognizing that words are made up of letters and that letters make sounds. K-R3.6 Demonstrate the ability to recognize letter patterns in words.	1-R3.4 Demonstrate the ability to recognize that words are made up of letters and that words make sentences.	
PK-R3.6 Begin recognizing <b>rhyming words</b>	K-R3.7 Demonstrate the ability to identify <b>rhyming words</b> .	1-R3.5 Demonstrate the ability to identify <b>rhyming words</b> .	
	K-R3.8 Demonstrate the ability to identify and sort words by category and sound.	1-R3.6 Demonstrate the ability to identify and sort words by category and sound.	
	K-R3.9 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet.	1-R3.7 Demonstrate the ability to recognize and name all uppercase and lowercase letters of the alphabet. 1-R3.13 Demonstrate the ability to alphabetize words by the first letter.	2-R3.5 Demonstrate the ability to alphabetize words by the first and second letters.



Prekindergarten	Kindergarten	Grade One	Grade Two
	K-R3.10 Demonstrate the ability to identify the beginning letter/sounds in single-syllable words; begin identifying the ending letter/sounds in single-syllable words.	1-R3.8 Demonstrate the ability to identify the beginning and ending letter/sounds in single-syllable words. 1-R3.9 Begin identifying <b>medial sounds</b> in single-syllable words.	2-R3.2 Demonstrate the ability to identify beginning, middle, and ending letters/sounds in <b>polysyllabic words</b> .
		1-R3.11 Begin applying a knowledge of <b>onsets</b> , <b>rimes</b> , and <b>word families</b> to decode and generate words.	2-R3.3 Continue applying a knowledge of <b>onsets</b> , <b>rimes</b> , and <b>word families</b> to decode <b>polysyllabic words</b> .
	K-R3.11 Demonstrate the ability to blend sounds to make words.	1-R3.10 Demonstrate the ability to blend sounds to make words.	
		1-R3.12 Begin identifying <b>base words</b> and their <b>inflectional endings</b> .	2-R3.4 Demonstrate the ability to identify <b>base words</b> and their <b>inflectional endings</b> .
			2-R3.11 Begin recognizing and using common <b>idioms</b> .
			2-R3.12 Begin recognizing simple <b>analogies</b> .

Prekindergarten	Kindergarten	Grade One	Grade Two
		1-R3.14 Demonstrate the ability to read and recognize <b>compound words</b> .	2-R3.6 Demonstrate the ability to read and recognize <b>compound words</b> .
		1-R3.15 Begin reading and recognizing contractions.	2-R3.7 Demonstrate the ability to read and recognize contractions.
		1-R3.16 Begin identifying <b>synonyms</b> , <b>antonyms</b> , and <b>homonyms</b> .	2-R3.8 Demonstrate the ability to identify <b>synonyms</b> , <b>antonyms</b> , and <b>homonyms</b> .
		1-R3.17 Begin using sentence <b>structure (syntax)</b> and context to determine the meaning of unfamiliar words.	2-R3.10 Demonstrate the ability to use sentence <b>structure (syntax)</b> and context to determine the meaning of unfamiliar words.
			2-R3.9 Begin identifying common prefixes such as <i>un-</i> , <i>re-</i> , <i>pre-</i> , <i>bi-</i> , <i>mis-</i> , <i>dis-</i> and suffixes such as <i>-er</i> , <i>-est</i> , <i>-ful</i> to determine the meanings of words.

**Writing Goal (W) The student will write for different audiences and purposes.**

### The Writing Process

W1 The student will use apply a **process approach** to writing.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-W1.1 Begin choosing topics and generating ideas about which to write.	K-W1.1 Continue choosing topics and generating ideas about which to write.	1-W1.1 Demonstrate the ability to choose a topic and generate ideas about which to write. 1-W1.2 Begin using <b>prewriting</b> strategies.	2-W1.1 Demonstrate the ability to choose a topic and generate ideas and use oral and written <b>prewriting</b> strategies.
		1-W1.3 Demonstrate the ability to generate drafts using words and pictures that focus on a topic and that include relevant details.	2-W1.2 Demonstrate the ability to generate drafts that focus on a topic; have a beginning, middle, and end; and include relevant and supportive details.
		1.W1.4 Demonstrate the ability to <b>revise</b> writing for details with peer or teacher support.	2.W1.3 Demonstrate the ability to <b>revise</b> writing for details with peer or teacher support.

Prekindergarten	Kindergarten	Grade One	Grade Two
		1-W1.5 Demonstrate the ability to <b>edit</b> for language conventions such as spelling, capitalization, and punctuation with peer or teacher support.	2-W1.4 Demonstrate the ability to <b>edit</b> for language conventions such as spelling, capitalization, punctuation, and <b>word usage</b> .
PK-W1.2 Begin writing using a variety of formats. PK-W1.2.1 Begin using oral language, pictures, and/or letters to create stories about experiences, people, objects, and events.	K-W1.2 Demonstrate the ability to write in a variety of formats. K-W1.2.1 Demonstrate the ability to use pictures, oral language, and/or letters to create stories about experiences, people, objects, and events.	1-W1.6 Demonstrate the ability to write in a variety of formats. 1-W1.6.1 Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces with peer or teacher support. 1-W1.6.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.	2-W1.5 Demonstrate the ability to write and publish in a variety of formats. 2-W1.5.1 Demonstrate the ability to write simple compositions, friendly letters, and expressive and informational pieces. 2-W1.5.2 Demonstrate the ability to use the Internet with teacher support and guidance to communicate with family and friends.

## Writing Purposes

W2 The student will write for a variety of **purposes**.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-W2.1 The student will begin using oral language, drawing pictures, and/or using letters to explain.	K-W2.1 Demonstrate the ability to use oral language, draw pictures, and/or use letters to explain and inform.	1-W2.1 Demonstrate the ability to use oral and written language explain and inform.	2-W2.1 Demonstrate the ability to use writing to explain and inform.
			2-W2.2 Begin to use writing in order to learn, entertain, and describe.

## Responding to Text

W3 The student will respond to texts written by others.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-W3.1 Begin responding to texts read aloud by conversing with others and by using pictures.	K-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.	1-W3.1 Demonstrate the ability to respond to texts read aloud by conversing with others, drawing pictures, and writing letters or words.	2-W3.1 Demonstrate the ability to respond to texts both orally and in writing.
	K-W3.2 Begin using <b>literary models</b> to develop his or her own writing.	1-W3.2 Demonstrate the ability to use <b>literary models</b> to develop his or her own writing.	2-W3.2 Demonstrate the ability to use <b>literary models</b> to develop and refine writing.

## Legibility

W4 The student will create legible texts.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-W4.1 Begin copying or printing letters and words, including his or her name.	K-W4.1 Demonstrate the ability to copy or print letters and words, including his or her name.	1-W4.1 Demonstrate the ability to print legibly.	2-W4.1 Demonstrate the ability to print legibly.

**Communication Goal (C) The student will recognize, demonstrate, and analyze the qualities of effective communication.**

## Communication: Speaking

C1 The student will use speaking skills to participate in large and small groups in both formal and informal situations.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-C1.1 Begin using appropriate voice level, phrasing, sentence <b>structure (syntax)</b> , and <b>intonation</b> when speaking.	K-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence <b>structure (syntax)</b> , and <b>intonation</b> when speaking.	1-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence <b>structure (syntax)</b> , and <b>intonation</b> when speaking.	2-C1.1 Demonstrate the ability to use appropriate voice level, phrasing, sentence <b>structure (syntax)</b> , and <b>intonation</b> when speaking.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-C1.2 Begin taking turns in conversations and staying on topic.	K-C1.3 Demonstrate the ability to take turns in conversations and stay on topic. K-C1.2 Demonstrate the ability to initiate conversation.	1-C1.2 Demonstrate the ability to initiate conversation.	2-C1.2 Demonstrate the ability to initiate conversation.
PK-C1.3 Begin responding in complete sentences.	K-C1.4 Continue responding in complete sentences.	1-C1.3 Demonstrate the ability to respond in complete sentences.	2-C1.3 Demonstrate the ability to respond in complete sentences.
PK-C1.4 Begin participating in conversations and discussions and responding appropriately.	K-C1.5 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	1-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.	2-C1.4 Demonstrate the ability to participate in conversations and discussions by responding appropriately.
PK-C1.5 Begin participating in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	K-C1.6 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	1-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.	2-C1.5 Demonstrate the ability to participate in the choral speaking of short poems and rhymes, songs, and stories with repeated patterns.
PK-C1.6 Begin participating in <b>creative dramatics</b> .	K-C1.7 Continue participating in <b>creative dramatics</b> .	1-C1.6 Demonstrate the ability to participate in <b>creative dramatics</b> .	2-C1.6 Demonstrate the ability to participate in <b>creative dramatics</b> .
PK-C1.7 Begin using oral language for a variety of <b>purposes</b> .	K-C1.8 Continue using oral language for a variety of <b>purposes</b> .	1-C1.7 Demonstrate the ability to use oral language for a variety of <b>purposes</b> .	2-C1.7 Demonstrate the ability to use oral language for a variety of <b>purposes</b> .

Prekindergarten	Kindergarten	Grade One	Grade Two
	K-C1.9 Demonstrate the ability to give one-step oral directions.	1-C1.8 Demonstrate the ability to give one- and two-step oral directions.	2-C1.8 Demonstrate the ability to give one- and two-step oral directions.
	K-C1.10 Begin telling and <b>retelling</b> stories and events in logical order.	1-C1.9 Demonstrate the ability to tell and <b>retell</b> stories and events in logical order.	2-C1.9 Demonstrate the ability to <b>retell</b> stories and events in logical order.
	K-C1.11 Begin using <b>visual aids</b> such as pictures to support and extend his or her meaning in oral presentations.	1-C1.10 Continue using <b>visual aids</b> such as pictures to support and extend his or her meaning in oral presentations.	2-C1.10 Demonstrate the ability to use <b>visual aids</b> , props, and technology to support and extend his or her meaning and enhance his or her oral presentations.
	K-C1.12 Begin using <b>Standard American English (SAE)</b> in formal speaking situations and in the classroom.	1-C1.11 Continue using <b>Standard American English (SAE)</b> in formal speaking situations and in the classroom	2-C1.11 Demonstrate the ability to use <b>Standard American English (SAE)</b> in formal speaking situations and in the classroom.
	K-C1.13 Begin <b>summarizing</b> conversations and discussions.	1-C1.12 Demonstrate the ability to <b>summarize</b> conversations and discussions.	2-C1.12 Demonstrate the ability to <b>summarize</b> conversations and discussions.
		1-C1.13 Begin participating in interviews and reading and writing conferences.	2-C1.13 Continue participating in interviews and reading and writing conferences.



## Communication: Listening

C2 The student will use listening skills to comprehend and analyze information he or she receives in both formal and informal situations.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-C2.1 Begin following one- and two-step oral directions.	K-C2.1 Demonstrate the ability to follow one- and two-step oral directions.	1-C2.1 Demonstrate the ability to follow one- and two-step oral directions. 1-C2.2 Begin following multistep oral directions.	2-C2.1 Demonstrate the ability to follow multistep oral directions.
PK-C2.2 Begin listening to various types of literature read aloud.	K-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.	1-C2.3 Demonstrate the ability to listen and respond to various types of literature read aloud.	2-C2.2 Demonstrate the ability to listen and respond to various types of literature read aloud.
PK-C2.3 Begin listening for meaning in conversations and discussions.	K-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.	1-C2.4 Demonstrate the ability to listen for meaning in conversations and discussions.	2-C2.3 Demonstrate the ability to listen for meaning in conversations and discussions.
PK-C2.4 Begin focusing attention on the person who is speaking and listening politely without interrupting.	K-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	1-C2.5 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.	2-C2.4 Demonstrate the ability to focus attention on the person who is speaking and listen politely without interrupting.

Prekindergarten	Kindergarten	Grade One	Grade Two
	K-C2.5 Begin <b>summarizing</b> conversations and discussions.	1-C2.6 Demonstrate the ability to <b>summarize</b> conversations and discussions.	2-C2.5 Demonstrate the ability to <b>summarize</b> conversations and discussions.
	K-C2.6 Begin making predictions about the content of stories read aloud.	1-C2.7 Demonstrate the ability to make predictions about the content of stories read aloud.	
	K-C2.7 Begin listening for <b>main ideas</b> .	1-C2.8 Demonstrate the ability to listen for <b>main ideas</b> .	2-C2.6 Demonstrate the ability to listen for <b>main ideas</b> .
		1-C2.9 Begin participating in interviews and reading and writing conferences.	2-C2.7 Continue participating in interviews and reading and writing conferences.

### Communication: Viewing

C3 The student will comprehend and analyze information he or she receives from **nonprint sources**.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-C3.1 Begin recognizing <b>nonprint sources</b> .	K-C3.1 Continue recognizing <b>nonprint sources</b> .	1-C3.1 Demonstrate the ability to recognize <b>nonprint sources</b> .	
PK-C3.2 Begin making connections between material from <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.	K-C3.3 Continue making connections between material from <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.	1-C3.3 Demonstrate the ability to make connections between material from <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.	2-C3.4 Demonstrate the ability to make connections between material from <b>nonprint sources</b> and his or her prior knowledge, other sources, and the world.

Prekindergarten	Kindergarten	Grade One	Grade Two
	K-C3.2 Begin making predictions about the content of what he or she views.	1-C3.2 Demonstrate the ability to make predictions about the content of what he or she views.	2-C3.1 Demonstrate the ability to make predictions about the content of what he or she views.
			2.C3.2 Begin recognizing details, <b>setting, characters</b> , and cause and effect in material from <b>nonprint sources</b> .
			2-C3.3 Begin <b>summarizing</b> information that he or she receives from <b>nonprint sources</b> .

**Research Goal (RS) The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.**

### Selecting a Research Topic

RS1 The student will select a topic for exploration.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-RS1.1 Begin asking <i>how</i> and <i>why</i> questions about a topic of interest.	K-RS1.1 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	1-RS.1.2 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.	2-RS1.2 Demonstrate the ability to ask <i>how</i> and <i>why</i> questions about a topic of interest.

Prekindergarten	Kindergarten	Grade One	Grade Two
		1-RS1.1 Begin asking questions to guide his or her topic selection.	2-RS1.1 Demonstrate the ability to ask questions to guide his or her topic selection.

### Gathering Information and Refining a Topic

RS2 The student will gather information from a variety of sources.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-RS2.1 Begin identifying pictures as sources of information.	K-RS2.1 Continue identifying pictures and charts as sources of information.	1-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.	2-RS2.1 Demonstrate the ability to identify pictures, charts, tables of contents, and diagrams as sources of information.
	K-RS2.2 Begin gathering information from a variety of sources, including those accessed through the use of technology.	1-RS2.2 Continue gathering information from a variety of sources, including those accessed through the use of technology.	2-RS2.2 Demonstrate the ability to gather information using a variety of resources, including technology, and begin organizing such information.
		1-RS2.3 Begin documenting sources by listing titles and authors.	2-RS2.3 Continue documenting sources by listing titles and authors.

## Preparing and Presenting Information

RS3      The student will use a variety of strategies to prepare and present selected information.

Prekindergarten	Kindergarten	Grade One	Grade Two
PK-RS3.1 Begin organizing and classifying information by constructing categories.	K-RS3.1 Continue organizing and classifying information by constructing categories.	1-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.	2-RS3.1 Demonstrate the ability to organize and classify information by constructing categories.
PK-RS3.2 Begin organizing information on the basis of observation.	K-RS3.2 Continue organizing information on the basis of observation.	1-RS3.2 Continue organizing information on the basis of observation.	2-RS3.2 Demonstrate the ability to organize information on the basis of observation.
PK-RS3.3 Begin presenting his or her research findings in a variety of formats.	K-RS3.3 Continue presenting his or her research findings in a variety of formats.	1-RS3.3 Continue presenting his or her research findings in a variety of formats.	2-RS3.3 Demonstrate the ability to present his or her research findings in a variety of formats.